

**Lamar University – M.Ed. in Educational Technology Leadership**

**Reflections of ITSE Standards**

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| **Course Number:** | **Course Name:** | **ITSE Standard** |
| **EDLD 5370 ET5398** | **Educational Technology Leadership Internship** | **Standard II – Planning and Designing Learning Environments and Experiences** |

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| **Description of the Assignment/Performance**  **Tasks** | **ITSE Standard:**  **Educational Technology facilitators demonstrate an in-depth understanding of technology operations and concepts.** |
| Note: Reflection at a critical level means writing text that reveals your opinion of the reading or experience, why you hold that opinion, how the experience/assignment/reading could be improved, how you see the reading or experience as consistent or inconsistent with what you have learned so far, implications for the future, etc. Reflection should include more content than just a recitation of facts and you should document your writing with a minimum of 3 references.  **Self –Assessment**  1. Critically reflect (see note above; not just recitation of facts) upon the knowledge you gained from the assignment. (3 Points)  2. Critically reflect upon the relationship between any new information you gained from the assignment with old information you previously held to be true. (2 Points)  3. How did the relationship between the old and new information you learned affect your personal experience with the assignment? (2 Points)  **Learn as a Learner**  1. Critically reflect (see note above; not just recitation of facts) upon your approach and strategies used in completing the assignment. (3 Points)  2. Critically reflect upon how you learn as a learner and how you assess your own performance in completing the assignment(s). (2 Points)  3. How did your learning and interaction with colleagues (such as discussion forum, web conferences, wiki and blog participation, etc.) affect the results of your performance? (2 Points)  **Lifelong Learning Skills**  1. Critically reflect (see note above; not just recitation of facts) upon what you gained about learning and how you learn that will impact your future learning. (3 Points)  2. How will your past interactions and collaborations with colleagues impact your future learning experiences? (2 Points)  3. As a lifelong learner, what questions or issues challenge you and are worthy of future research or investigation? (2 Points)  **Additional Criteria**  1. Content posted to e-Portfolio wiki/blog/Google site (1 Point)  2. Mechanics (1 Point)  3. APA Format (1 Point)  4.Minimum of 3 References (1 Point) | Self-Assessment: According to Standard II, Planning and Designing Learning Environments and Experiences TF-II.A I provided and distributed easy user instruction and helpful shortcuts for tasks that teachers do frequently (Microsoft Office Tips, Tricks, and Shortcuts. I helped to develop an instructional packet of information that included Microsoft Office tips, tricks, and shortcuts. It included information about tips, tricks, and shortcuts that could be utilized with Microsoft Office 2007 in conjunction with Microsoft Office Word, Microsoft Office Excel, and Microsoft Office Outlook. We utilized this information during our district technology in-service sessions and sent these packets with the participants so that they could benefit from these tips and assist them with easy shortcuts for tasks that staff and teachers do frequently. These shortcuts can be time saving tools for them in their offices and classrooms. We provided and included easy user instructions with careful explanation and easy to use instructions that could be beneficial to them for easy reference when necessary. We need to use new technologies that gave us the “opportunity to respond to the multifaceted individual differences in our student population by providing more varied media, tools, and methods” (Rose, D., & Meyer, A., 2002, p.11).  Learn as a Learner: The staff and teachers seemed to really appreciate having an easy reference guide with these tips, tricks, and shortcuts and also assisted them in having a better understanding of Microsoft 2007. “The changing nature of information and the new ways our students understand and make sense of the world signal that we need new strategies and new tools for teaching and learning. With these tools, people are changing the way that the real world works-business practices as well as social activities” (Solomon, G., & Schrum, L. 1.) According to the ISTE standards, “technology skills and concepts cannot be neglected, they should be integrated into professional learning experiences emphasizing technology as a curriculum tool” (Williamson, J. & Redish, R., 2009, p. 21). This is exactly what we attempted to accomplish during these training sessions.  Lifelong Learning Skills: During the in-service training modules, the attendees were able to take notes and utilize these methods during the workshops. Opportunities were given for them to share ideas, work together, and make notes on tools that they often utilize. Everyone seemed to benefit with the sharing time. I discovered that there are many methods for accomplishing tasks and we are always learning. I also learned that by this sharing process, we were able to gain many new and innovative methods of utilizing tools in these everyday tasks. It is important that we place teachers in the type of learning environment that they are to provide in the classrooms. “Immerse teachers in professional learning experiences similar to the learning experiences that they are expected to design” (Williamson, J. & Redish, R., 2009, p. 41).  References  Rose, D., & Meyer, A. (2002). *Teaching every student in the digital age: Universal Design for learning.* Alexandria, VA: Association for Supervision and Curriculum Development. Chapter 1, 4, & 6. Available online at the Center for Applied Special Technology Web site. Retrieved October 5, 2009, from <http://www.cast.org/teachingeverystudent/ideas/tes/>.  Solomon, G., & Schrum, L. (2007). *Web 2.0 New Tools, New Schools*. Eugene,  Oregon: ISTE, p. 1. .  Williamson, Jo and Redish, Traci. (2009). Williamson, J. & Redish, T. (2009). Technology Facilitation and Leadership Standards: What Every K-12 Leader Should Know and Be Able To Do. Eugene, OR: International Society for Technology in Education, p. 11, p. 21 & p. 41. |